



Supporting Game-Based Training

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Supporting Game-Based Training

Blended training

- Simulations/game-based training combined with traditional browser-based training
- Effective for sharing lessons learned authored in the field
 - Immersive environment
 - Shared experience with teammates

The problem

- A framework is needed to:
 - Ease and standardize incorporation of game-based training into browser-based training
 - Share such blended content with the training community

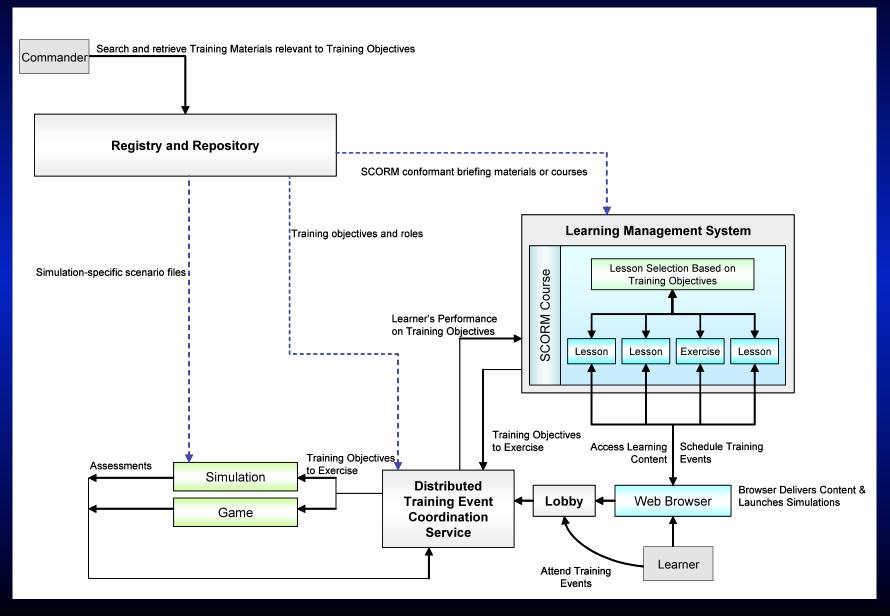
Supporting Game-Based Training

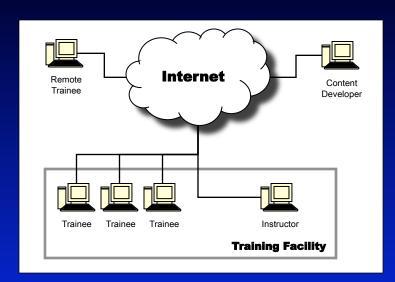
- Why blended training?
 - Games and simulations alone aren't training
 - A browser-based learning management system (LMS) provides:
 - Contextualizing collateral maps, briefing information, objectives
 - Generalized framework for remediation and review
- A well-defined integrated training architecture and reuse approach...
 - Allows field-authored game-based training scenarios to be easily discovered and shared
 - Facilitates use of existing game-based and SCORM-based training tools
 - Allows trainee performance to be tracked across training tools by objective

Issues

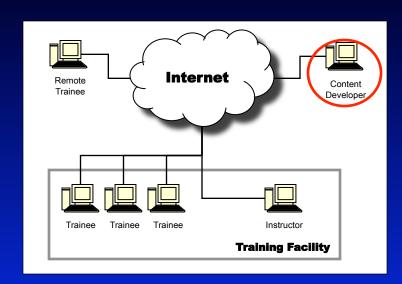
- Inclusiveness
 - A wide variety of training systems should be supported, including those supporting team training
- Reusability
 - Producing blended training content is complicated, time-consuming
 - No standardized approach to sharing with the community
 - What ought to be stored?
 - Not executables
 - Too large
 - Security/installation issues
 - Data level
 - Scenario files
 - XML configuration files
 - SCORM courses

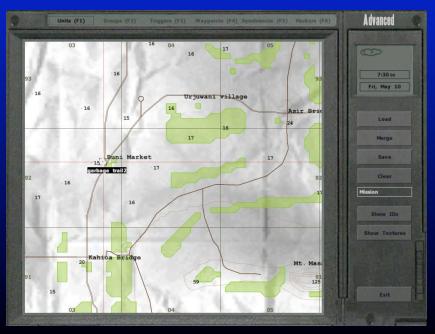
Integrated Training Architecture



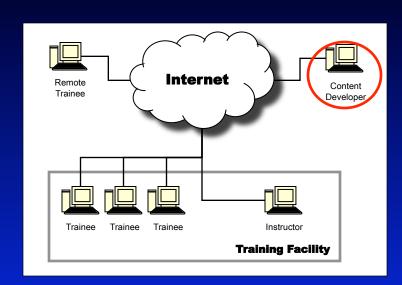


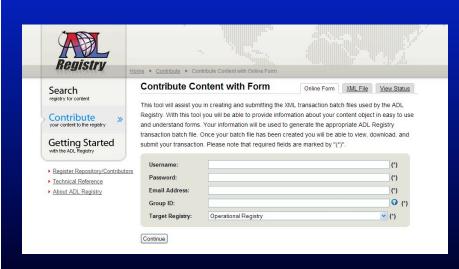
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 - Creates blended training package
 - Uploads to repository
- Instructor
 - Searches registry for blended content
 - Installs blended content
 - (Optional) Schedules training course
- Trainee(s)
 - Log on to LMS (Learning Management System)
 - Enter DTECS (Distributed Training Event Coordination Service) lobby
 - Begin simulation or gamebased training session
- Instructor
 - Reviews scores



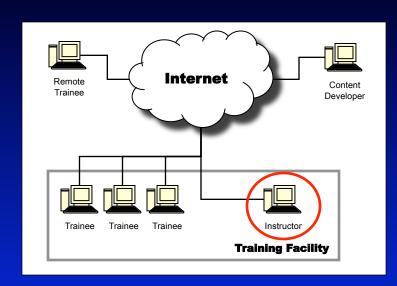


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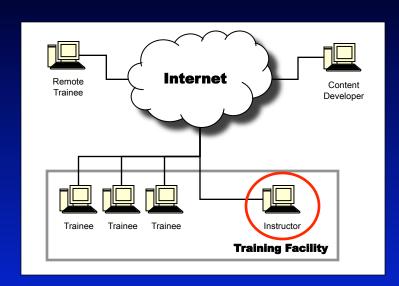


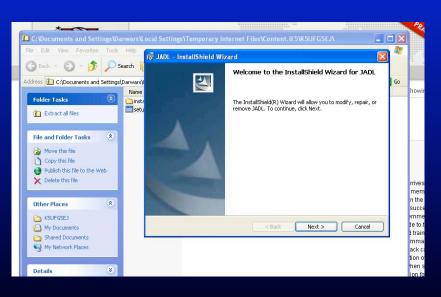
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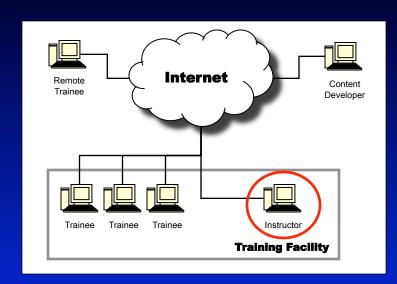
dregistry, adhet, govitraining/search/results, isn Home + Search + Search Result **Practice Search Results** Showing 1 - 1 of 1 Search " (negotiation AND skills) Contribute Cordon and Knock Mission **Getting Started** The squad leader is fold to bring a local host national (LN) to the EOR for questioning. When he arrives at the ▶ Register Repository/Contributors house he learns that the LN is a member of the Shura and the cousin of the Imam, who is also a member of the ▶ Technical Reference Shura. The unit has been working on relationship building with the Imam and using force may ruin the existing relationship by embarrassing the Imam and his family. As a trainee the goal of this mission is to successfully About ADL Registry conduct tactical questioning to learn that LN's cousin is a Muktar that is cooperating with US Government. The trainee can negotiate with LN to come to FOB for questioning willfully and voluntarily, or may decide to take LN to the FOB for questioning by force. Trainees conducting perimeter security may identify a BOLO and trainees engaging the LN may learn information to identify a local bomb maker called Fayez Sadar Banihammad. This information may also become a BOLO relevant to future scenarios. A VBIED explosion or RPG attack can be triggered by the instructor to create an EOE situation for the unit. Note that triggering an EOE situation often suspends the non-kinetic engagement training. It is recommended that instructors initiate EOF when sufficier

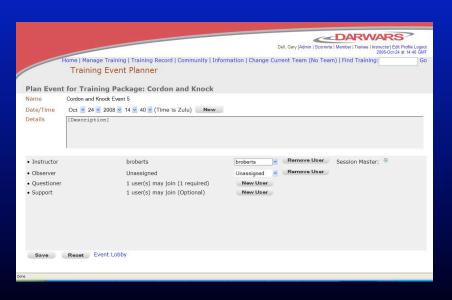
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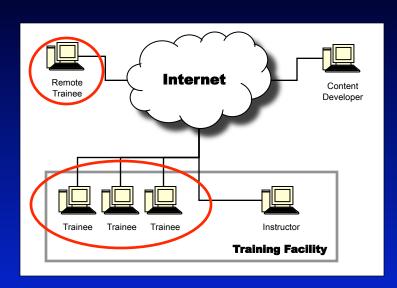


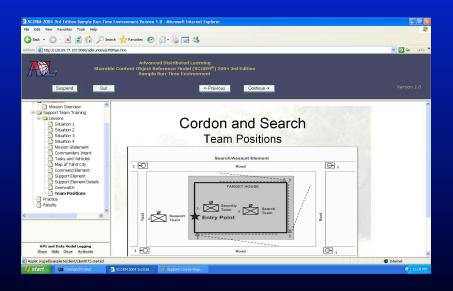
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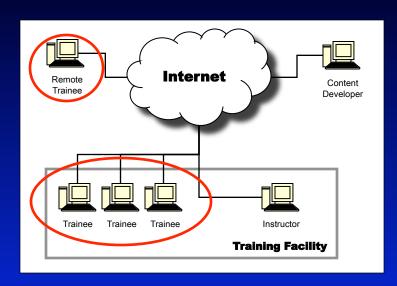


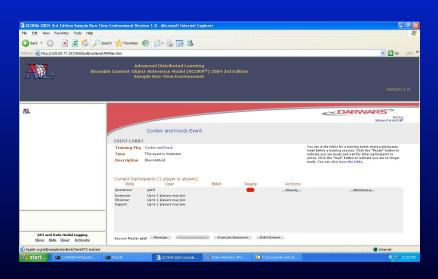
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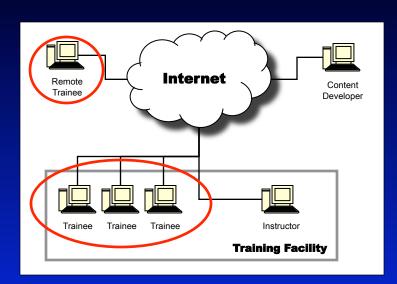


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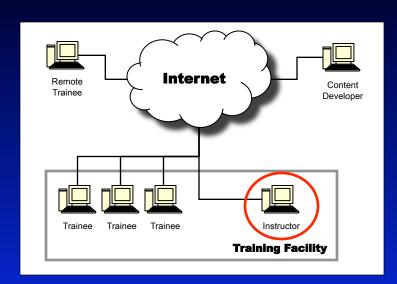


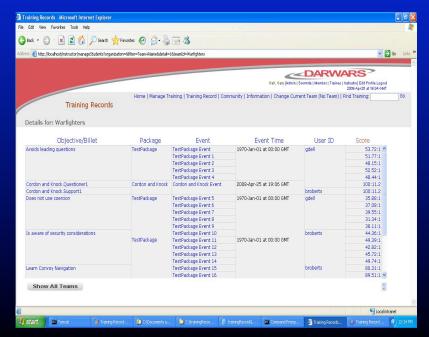
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Team Training

- Team Definition
 - Supports membership on multiple teams, including ad hoc teams
 - Support for team membership that varies over time
- DTECS enhancements for team training
 - Define team membership
 - Display team training records
- Integrated SCORM & experiential training for a team
 - Matches individuals to roles that meet their objectives in experiential training
 - Ensures that team members train together in experiential training

Status

- JADL prototype completed
- Continuing to promote web services for SCORM as a standard
- Submitted "SCORM RTE Web Services Interface" as a white paper to LETSI (Learning-Education-Training Systems Interoperability)
- Looking for transition partners to move the effort forward, particularly towards installation in a controlled operation setting

Benefits for the Warfighter

- More opportunities to assimilate field-authored lessons learned experientially, individually or in teams
- Support for a community of interest, aiding authoring, discovery, and adaptation
- More efficient training time better match of warfighter to objectives
- Reduced cost of development and publication of training material
 - 10:1 ratios (or less) of development hours to training hours typical of end-user authoring
 - Reduced development cost through reuse
 - Registering material in a public repository can take less than an hour

Sponsors

Joint Advanced Distributed Learning (ADL) Co-Lab
Orlando, FL

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